

GRAY COURT-OWINGS ELEMENTARY

9210 Hwy. 14
Gray Court, SC 29645

GRADES 3-8 Elementary School

ENROLLMENT 437 Students

PRINCIPAL Marilyn S. Ramsey 864-876-2171

SUPERINTENDENT Edgar C. Taylor 864-984-3568

BOARD CHAIR Leni N. Patterson 864-682-2633

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
9	62	28	1	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Good	N/A
2002	Good	Average	N/A
2003	Good	Good	No
2004	Good	Average	No

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

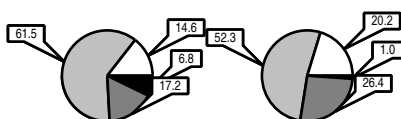
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

82.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

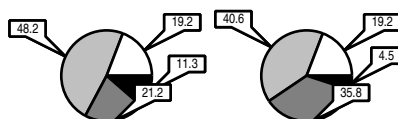
Our School

Elementary Schools with Students like Ours



Mathematics

English/Language Arts



Mathematics

English/Language Arts

Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	435	99.3	18.4	51.0	27.5	3.0	41.9	Yes	Yes
Gender									
Male	246	98.8	27.3	48.2	22.7	1.8	31.4		
Female	189	100.0	7.4	54.5	33.5	4.5	55.1		
Racial/Ethnic Group									
White	290	99.0	13.1	51.7	30.9	4.2	48.3	Yes	Yes
African-American	125	100.0	28.3	50.8	20.8	0.0	27.5	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	35.7	35.7	21.4	7.1	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	363	100.0	16.4	50.7	29.3	3.6	45.1		
Disabled	72	95.8	29.5	52.5	18.0	0.0	24.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	435	99.3	18.4	51.0	27.5	3.0	41.9		
English Proficiency									
Limited English Proficient	12	100.0	44.4	22.2	33.3	0.0	0.0	I/S	I/S
Non-Limited English Proficient	423	99.3	17.8	51.7	27.4	3.1	41.9		
Socio-Economic Status									
Subsidized meals	241	98.8	25.4	51.2	22.5	0.9	34.7	Yes	Yes
Full-pay meals	194	100.0	10.4	50.8	33.3	5.5	50.3		

Mathematics - State Performance Objective = 15.5%									
All Students	435	99.8	14.3	54.8	21.1	9.8	47.5	Yes	Yes
Gender									
Male	246	99.6	18.0	54.1	19.4	8.6	41.9		
Female	189	100.0	9.7	55.7	23.3	11.4	54.5		
Racial/Ethnic Group									
White	290	99.7	11.5	50.6	23.8	14.2	55.2	Yes	Yes
African-American	125	100.0	19.2	62.5	17.5	0.8	34.2	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	17	100.0	21.4	64.3	7.1	7.1	21.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	363	100.0	10.1	54.0	24.2	11.6	53.7		
Disabled	72	98.6	36.5	58.7	4.8	0.0	14.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	435	99.8	14.3	54.8	21.1	9.8	47.5		
English Proficiency									
Limited English Proficient	12	100.0	33.3	55.6	11.1	0.0	0.0	I/S	I/S
Non-Limited English Proficient	423	99.8	13.9	54.8	21.3	10.0	48.1		
Socio-Economic Status									
Subsidized meals	241	99.6	20.5	59.1	16.3	4.2	35.3	Yes	Yes
Full-pay meals	194	100.0	7.1	49.7	26.8	16.4	61.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	62	100.0	17.2	55.2	27.6	N/A	27.6
	Grade 4	82	100.0	26.7	44.0	26.7	2.7	29.3
	Grade 5	71	100.0	23.9	49.3	22.4	4.5	26.9
	Grade 6	85	100.0	24.7	45.7	28.4	1.2	29.6
	Grade 7	73	100.0	25.7	51.4	21.4	1.4	22.9
	Grade 8	78	100.0	24.3	59.5	16.2	N/A	16.2
2004	Grade 3	62	98.4	19.7	44.3	32.8	3.3	36.1
	Grade 4	61	100.0	10.2	59.3	30.5	N/A	30.5
	Grade 5	87	97.7	28.0	58.5	13.4	N/A	13.4
	Grade 6	78	100.0	24.4	47.4	23.1	5.1	28.2
	Grade 7	78	100.0	17.8	50.7	26.0	5.5	31.5
	Grade 8	69	100.0	17.9	53.7	25.4	3.0	28.4
Mathematics								
2003	Grade 3	62	100.0	22.4	58.6	12.1	6.9	19.0
	Grade 4	82	100.0	16.0	64.0	13.3	6.7	20.0
	Grade 5	71	100.0	9.0	59.7	25.4	6.0	31.3
	Grade 6	85	100.0	9.9	37.0	28.4	24.7	53.1
	Grade 7	73	100.0	22.9	42.9	21.4	12.9	34.3
	Grade 8	78	100.0	12.2	62.2	17.6	8.1	25.7
2004	Grade 3	62	100.0	8.1	77.4	12.9	1.6	14.5
	Grade 4	61	100.0	10.2	54.2	22.0	13.6	35.6
	Grade 5	87	98.9	22.9	56.6	15.7	4.8	20.5
	Grade 6	78	100.0	11.5	44.9	28.2	15.4	43.6
	Grade 7	78	100.0	16.4	42.5	30.1	11.0	41.1
	Grade 8	69	100.0	20.9	58.2	11.9	9.0	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 437)				
First graders who attended full-day kindergarten	N/R	N/C	100.0%	100.0%
Retention rate	7.0%	Up from 3.0%	2.8%	2.7%
Attendance rate	95.9%	Up from 95.5%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.6%		4.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	9.0%		3.1%	3.5%
Eligible for gifted and talented	8.9%	Down from 9.1%	15.4%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.1%	Up from 13.7%	9.2%	8.2%
Older than usual for grade	7.3%	Up from 5.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	17.9%	Up from 17.4%	52.0%	51.4%
Continuing contract teachers	85.7%	Down from 91.3%	90.2%	87.5%
Highly qualified teachers**	91.7%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	7.4%		0.0%	0.0%
Teachers returning from previous year	77.4%	Up from 74.0%	88.0%	86.7%
Teacher attendance rate	95.4%	Up from 93.2%	95.0%	94.9%
Average teacher salary	\$38,318	Up 2.2%	\$40,901	\$40,760
Prof. development days/teacher	10.7 days	Down from 11.5 days	12.3 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.5	4.0
Student-teacher ratio in core subjects	20.0 to 1	Down from 20.8 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.9%	Up from 88.1%	90.3%	90.0%
Dollars spent per pupil*	\$5,289	Down 57.2%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	58.5%	Down from 62.0%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"It takes an entire village to raise a child!" Evidence of this taking place could be found in numerous activities at Gray Court-Owings this year.

Foster Grandparents and "A Few Good Men" were two volunteer mentoring programs wherein students were assisted academically and encouraged to do their best. What a difference these programs made in the lives of many of our children!

Business partners Vulcan Materials and ISO Polymers provided tremendous support for students and faculty. Fifth and seventh graders learned about the importance of plastics in our world today through Plasti Van lessons. Tardy parties and perfect attendance incentives motivated students to develop work ethics of promptness and attendance.

Through fundraising efforts of our PTO and the donation of time and manpower from Vulcan Materials, new playground equipment was installed. Our elementary students may exercise and become healthier individuals.

Parents and family members had opportunities to attend Open House, parent conferences, athletic events, and performing arts programs. Invitations were offered to parents to have lunch and read with their children, chaperone field trips, volunteer in the classroom, and numerous other activities throughout the year.

Class size was kept to fewer than twenty-five students, enabling teachers to have time for small group and individualized instruction. In the lower grades, students were taught in a self-contained environment, allowing more time on-task.

Students utilized the mini computer lab in the middle school wing for research and word processing.

Citizenship was encouraged, and students participated in numerous service learning projects (Pennies for Patients, United Way, March of Dimes). National Junior Honor Society members assisted in painting the volunteer fire department in the Youngs community.

Through the efforts of our faculty, students, parents, and community members, we had a good year. We sincerely appreciate the efforts of everyone in our "village."

Mark Adams, School Improvement Council Chairperson
Marilyn Ramsey, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	73	104
Percent satisfied with learning environment	100.0%	86.1%	80.8%
Percent satisfied with social and physical environment	92.3%	84.5%	72.8%
Percent satisfied with home-school relations	85.2%	95.9%	68.9%

*Only students at the highest elementary school grade level at this school and their parents were included.